

# **INSPECTION REPORT**

## **FRIARAGE COMMUNITY PRIMARY SCHOOL**

Longwestgate, Scarborough

LEA area: North Yorkshire

Unique reference number: 121317

Headteacher: Mrs Eilis Siddall

Lead inspector: Mr Ian Hocking

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> March 2004

Inspection number: 256176

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	365
School address:	Longwestgate Scarborough North Yorkshire
Postcode:	YO11 1 QB
Telephone number:	01723 374244
Fax number:	01723 507069
Appropriate authority:	Governing Body
Name of chair of governors:	Rev Michael Mewis
Date of previous inspection:	20 – 23 October 1998

## CHARACTERISTICS OF THE SCHOOL

Friarage Community Primary School admits pupils from the Castle Ward of Scarborough. The school is in a built up area and housed in a building dated from before the turn of the 19<sup>th</sup> Century. There are 365 pupils on roll plus 50 who attend Nursery part-time, ie 26 in the morning and 24 in the afternoon. Children's attainment on entry to the nursery is well below average. Three pupils come from ethnic minority backgrounds and speak English as an additional language. These pupils were not in school at the time of the inspection. Forty-one per cent of the full time pupils on roll are eligible for free school meals, and this is above the national average. Thirty-five per cent of pupils are identified as having special educational needs, and twelve have a Statement of Special Educational Needs (SEN). This is well above the national average. There are a rising number of pupils who are admitted with emotional and behavioural problems. The school has received a national "Achievement Award" and a "Quality Mark" for SEN.

The area surrounding the school is disadvantaged and serves a transient population of families living in bed and breakfast accommodation and those who move into the area for a short period before being rehoused elsewhere. Last academic year 71 pupils left and 89 pupils were admitted, which is much higher than in most schools. Many of the children being admitted to Friarage have had interruptions to their learning that adversely affect their progress.

The school provides a number of services for parents and the community, for example, Study Buddies and Adult Literacy.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1271	I Hocking	Lead inspector	Mathematics, physical education, design and technology, citizenship, English as an additional language
9970	J Acaster	Lay inspector	
33694	D Grewer	Team inspector	English, music, special educational needs
8316	J O'Hare	Team inspector	Science, geography, history, religious education, foundation stage
29698	S Lord	Team inspector	Information and communication technology, art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Friarage is a good and caring school** that benefits from good leadership and management and satisfactory governance. It takes the pastoral and academic welfare of its pupils very seriously and promotes an atmosphere where individuals are valued. Pupils of all abilities and backgrounds are expected to do their best and all achieve well because of the good quality of education provided. It provides good value for money.

The school's main strengths and weaknesses are:

- Good and often very good teaching enables all pupils to achieve well.
- Educational standards are above those of similar schools. Standards in music are above those found nationally.
- Leadership and management are good and this results in very good teamwork. The School Development Plan (SDP) is poor.
- Very good provision is made for pupils with special educational needs.
- Children get off to a flying start in their schooling because of the very good provision made in Foundation Stage.
- Pupils' good attitudes and behaviour contribute significantly to their learning.
- Attendance figures are adversely affected by a minority of pupils and are well below average.

The school has made good improvement since it was previously inspected. With the exception of the identified weakness in the SDP, which remains a weakness, all other key issues have been dealt with successfully. In addition, there has been considerable improvement in teaching and good improvement in leadership, management and curriculum provision.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	B
mathematics	D	E	E	B
science	E	E*	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average E\* - low  
Similar schools are those with similar percentages of pupils eligible for free school meals; the usual comparison against Year 2 prior attainment is not appropriate because many Year 6 pupils were not at the school in Year 2.*

The school's results in national tests are well below those of all schools nationally, but standards in English and mathematics are above those of similar schools. Overall, pupils' **achievement**, both in Year 6 and Year 2 **is good**, especially when taking into account that more than one in three pupils have special educational needs. Furthermore, a high proportion of pupils join the school from other schools. Many of these pupils have experienced interruptions in education that have adversely affected their standards of behaviour and learning.

Standards in the present Year 6 are below the national average. However, because of the impact of improved staffing levels these standards are better than those of last year's Year 6 group. Standards in music are above average because of good quality specialist teaching.

Standards for Year 2 pupils are broadly in line with national averages. This is mainly because of very good quality teaching in Year 2 classes. Also, fewer pupils join the school in Year 2 than happens further up the school.

Standards in the Foundation Stage (namely Nursery and Reception classes) are average. Almost all children reach the goals they are expected to meet by the end of Reception. This represents good achievement from their well below starting point when they began in Nursery.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Attitudes and behaviour are good and in many lessons, very good; this contributes significantly to learning. Pupils' attendance is well below average and adversely affects attainment for a few pupils.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching** and learning are **good** and often very good. Teachers and teaching assistants work as a very effective team that provides very good equality of opportunity for all pupils. The needs of all pupils, including those who find learning difficult, those for whom sustaining concentration is not easy and those who are very able, are met well. Teaching is particularly good in Year 2 classes and results in very good learning. Pupils benefit from an enriched curriculum that is enhanced by good quality resources. The school provides well for pupils' care, welfare, health and safety. Provision for pupils with special educational needs is very good and higher attaining pupils are well challenged. Links with other schools and colleges are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides strong leadership. She has a clear vision of the future direction for the school and understands well its strengths and weaknesses. In the short period since she was appointed headteacher, she has successfully brought about a strong sense of teamwork amongst the staff, several of whom have only been appointed recently. Staff with key responsibilities, including the acting deputy headteacher, also provides good leadership and management. The existing SDP, inherited by the present headteacher, is of poor quality and provides an insecure basis for financial planning and for raising standards.

All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents express satisfaction with most of the school's work; in particular the vast majority commend the quality of teaching and leadership of the school. Almost one in three parents expressed concern, in their questionnaire returns, about pupils' behaviour. However, the inspection team judged behaviour inside lessons and at play to be good, and in many lessons, very good. Clearly, the school has yet to convince some parents about this important aspect of its work.

Pupils' views are positive, as reflected in their good attitudes and behaviour. They value the opportunity to express their views through the school council.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the attendance of a minority of pupils.
- Improve the quality and effectiveness of the SDP.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

All pupils, regardless of gender, prior attainment or special educational needs, achieve well. Standards attained by Year 6 pupils are below the national average, but are better than those of similar schools, and are improving.

#### Main strengths and weaknesses

- Achievement is good in all subjects where there was enough evidence to judge, because of good teaching.
- Standards in Year 2 in writing and mathematics are much better than those of similar schools.
- Children get off to a flying start to their schooling in the Nursery and Reception classes.
- Standards in music are above average by Year 6.

#### Commentary

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	25.5 (25.2)	26.8 (27.0)
Mathematics	25.5 (23.9)	26.8 (26.7)
Science	27.1 (25.0)	28.6 (28.3)

*There were 76 pupils in the year group. Figures in brackets are for the previous year*

1. The above table shows that the school's results in national tests are well below national figures. These results, nevertheless, represent good achievement for this group of pupils taking into account that more than one in three pupils has special educational needs (SEN). The school's results in national tests have been well below national averages since 2000. However, despite the growing number of pupils who join the school later than normal and increasing numbers of pupils with SEN, standards are improving at a faster rate than is the national trend. Standards in the present Year 6 are below average in English, mathematics and science. This is an improvement on the previous year and reflects the governors' commitment of extra funding for a significant increase in the number of teaching assistants.

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
Reading	14.7 (14.6)	15.7 (15.8)
Writing	14.8 (12.9)	14.6 (14.4)
Mathematics	16.1 (15.9)	16.3 (16.5)

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

2. The above table shows that the school's results in national tests are broadly average in writing and mathematics when compared to national figures. In reading, the standards are below national results. Teacher assessment in science also shows that standards are below average. Standards in the current Year 2 class are similar to the previous year's results.

3. All pupils achieve well in all subjects. Pupils of all abilities achieve well because of the rich curriculum they experience and the good teaching they receive. The very successful teamwork between teachers and teaching assistants results in individual pupil needs being met well. Pupils with special educational needs are given additional and very effective support to enable them to make good progress and achieve well in relation to their prior attainment. Similarly, those pupils who are particularly able are presented with additional challenges that ensure they are extended in their learning. Good emphasis is given to the development of numeracy skills, including both mental and written calculations. Reading and writing skills are developed well not just in English lessons but also in other subjects. Teachers develop well pupils' first hand investigative skills in science. Pupils make good gains as they learn about ICT, in the ICT suite, and successfully apply these skills in other subjects. Pupils reach above average standards in music as a result of good quality specialist teaching.
4. Attainment in Reception is average because almost all children attain the levels expected in each of the Early Learning Goals (ELG) for children in Reception, and many exceed the ELG in Personal, Social and Emotional Development. This represents very good achievement relative to their well below average attainment when they begin school in the Nursery, and is a result of the very good provision in the Foundation Stage.

### **Pupils' attitudes, values and other personal qualities**

Pupils have good attitudes to school. Their behaviour is almost always good and often very good. They are growing in maturity because the school fosters their personal development well. Pupils' spiritual, moral, social and cultural development is good. Pupils' attendance is well below average.

### **Main strengths and weaknesses**

- Pupils' good attitudes and behaviour help them to learn effectively.
- Good relationships help pupils develop confidence and self-esteem.
- Pupils' spiritual, moral, social and cultural awareness is developed well and helps them become mature and responsible.
- Attendance is well below that found in most primary schools.

### **Commentary**

5. The children in the Foundation Stage achieve very well in their personal, social and emotional development. They enjoy learning and eagerly settle to their activities when they come to school. Outdoors, the children amicably share equipment with each other and comment "it's fantastic now we have equipment to play with". Pupils in also enjoy their work and are eager to learn. Teachers challenge pupils to do their best, accepting only the highest standards of effort and behaviour. Pupils respond well to these consistently high expectations. Pupils with special educational needs also have positive attitudes towards their work and show interest and enjoyment in what they are doing. Contrary to the concerns that a significant number of parents raised in the questionnaire returns, pupils' behaviour is judged to be good both in lessons and around the school. Such positive attitudes and behaviour are significant contributors to pupils' good achievements.
6. Because the school promotes good relationships pupils have the confidence to answer questions and to ask for help. All pupils are confident to stand up in front of the whole school in the weekly achievement assembly. Pupils are proud of what they have done and their classmates are quick to applaud them. Their care and consideration for one another create a happy learning environment, where there is little bullying and rarely any racism. When any such incidents do occur these are dealt with most seriously and effectively by the school's senior staff. Spiritual development is a natural and integral part of the assemblies, which are planned around stories that pupils find interesting and relevant, for example, the story of Androcles and the lion. They are held in an atmosphere of reverence and calm that helps pupils to reflect upon their personal feelings, values and beliefs. Class discussions, especially in religious education

lessons, give good opportunities for pupils to listen to varied opinions that may not match theirs and they have learned to show respect for the differing views of others. Pupils develop a good level of cultural awareness, for example through music, art, history and especially in religious education lessons. They also develop a satisfactory awareness of the culturally diverse nature of society.

7. The award of merit points encourages pupils to behave well and try hard. The school's rules and discussions in circle time and personal and social education lessons help pupils to learn moral principles that they are beginning to apply in their everyday lives. The headteacher and staff provide very good role models for pupils to follow. Pupils have a clear understanding of the difference between right and wrong and almost always try to do what they know is right. There were a few exclusions last year and none this school year.
8. Although most pupils attend school regularly, too many holidays are taken in term time so that the overall attendance figures have not improved over the last few years. Some parents do not recognise the importance of regular attendance to their children's education. The school is not doing as much as it could to encourage good attendance, for example no rewards are given to those pupils whose attendance is consistently good. However, the school intends to deal with this issue. The recently appointed home-school worker is beginning to have an impact on raising attendance levels.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.6
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	197	5	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Bangladeshi	3	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	147	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

This school provides a good quality of education for its pupils. All pupils achieve well because of good and often very good teaching. Pupils are offered an enriched curriculum and pupils' learning benefits from strong teamwork between staff. Good provision is made for pupils' care, welfare and safety. Good quality resources, especially in ICT, contribute to the quality of education provided.

## Teaching and learning

Teaching and learning are good overall, and in many lessons very good and one excellent lesson was seen. This represents a considerable improvement in teaching and learning since the previous inspection. Throughout the school, teachers have high expectations of what pupils can achieve and of their behaviour. All pupils are encouraged to work hard and, through good assessment arrangements, are given clear guidance about how they might improve their work.

## Main strengths and weaknesses

- The teamwork between teachers and teaching assistants is a major strength that results in very good equality of opportunity for pupils.
- Teachers' high expectations encourage all pupils to work hard.
- Teaching in the Nursery and Reception classes is good.
- A small amount of teaching is uninspiring.
- Assessment procedures are good for English, mathematics and science and for children in Nursery and Reception classes.

## Commentary

### *Summary of teaching observed during the inspection in 60 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	25 (42%)	26 (42%)	7 (12%)	1 (2%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

9. Leadership of the school has committed significant funding to providing a high number of teaching assistants. This commitment is rewarded by the quality of education experienced by pupils.
10. Very good teamwork between teachers and support staff is a major factor in ensuring that the diverse needs of all pupils are well met and that all pupils, regardless of ability or background, achieve well. Teaching in Year 2 classes is consistently very good, mainly because the teachers' enthusiasm washes over onto the pupils and inspires them to want to learn. Very good teaching is often seen in Nursery, Year 3 and Year 6 classes, which results in very good learning for pupils. Teachers have a good knowledge of the subjects they teach and almost always successfully engage pupils' interest. Teachers' explanations and questions are pitched at the right level to meet individual needs. As a result, teachers ensure that those who find learning difficult are suitably supported by the very effective work of teaching assistants. Equally, pupils who show high ability are given additional challenge, as seen often in literacy and numeracy lessons. This represents a significant improvement from the previous inspection when high attainers were judged to be insufficiently challenged. Pupils comment that the work they are given is set at the right level for them and that "teachers will always explain if work is not understood".
11. Teachers consistently require pupils to show high standards of behaviour. As a result, good use is made of lesson time because interruptions are minimal. In turn, this enables pupils to work uninterrupted for sustained periods of time and promotes pupils' perseverance and productivity in their learning. Pupils in all classes, and especially in Year 2 and Year 6, show very good application as reflected in the neat presentation of their written work. Pupils receive much encouragement from staff and have very good relationships with them. These are notable features that underpin the good and very good learning that takes place and account for the good achievement of pupils across the school.

12. Teaching in the Nursery and Reception classes is good and is particularly effective in the Nursery class. It ensures that the children achieve well and develop good levels of independence in their work. The teachers provide stimulating activities, which effectively engage the children's imaginations and make learning relevant and fun. Consequently, the children love coming to school and work well throughout the busy day.
13. Unsatisfactory teaching was seen in just one lesson in Year 5. Teaching that was no better than satisfactory was seen in a few lessons in Years 4, 5 and 6. The feature common to all these lessons was that teaching was unimaginative and not well matched to pupils' prior attainment. Therefore it did not inspire the pupils to the same extent as seen in the vast majority of other lessons in these same classes and elsewhere in the school. Despite this relative weakness the other reported strengths in teaching were still present.
14. The procedures for assessing and recording individual pupils' attainment and the progress that they make have been improved since the previous inspection and are now good for English, mathematics and science. There is now an effective whole-school system of assessment and recording of pupils' levels of attainment from which teachers set targets for improvement in English and mathematics. It also enables them to plan work that is well matched to pupils' abilities. This feature of teaching is vital in order to meet the needs of the high number of pupils joining the school from other schools. Teachers mark pupils' work thoroughly and positively, often including written comments that inform pupils how to improve their work. Pupils testify that they know how well they are doing from teachers' comments. The arrangements for checking the attainment and progress of children in the Nursery and Reception classes are also good, and are an important factor in the good progress that they make.

#### **Example of outstanding practice**

##### **Pupils' knowledge of life in a Victorian home was enhanced by excellent teaching in a Year 1 class.**

The teacher captured pupils' imagination by taking a journey back in time. On seeing her magic wand, pupils closed their eyes in excitement and began to count down from thirty. On opening their eyes the teacher was dressed in Victorian costume. Pupils were entranced as she began to role play a housewife in a Victorian kitchen. Three suitably dressed pupils assumed the role of children in the house. The teacher used an old metal iron, a scrubbing board and cooking utensils. The excellence of the role play and the questions posed, provoked eager responses from pupils. The teacher asked what they use to iron. One pupil replied that "our irons are plastic and have a plug on that we put in the wall". Very high interest was sustained as they were so eager to tell this "Victorian lady" what they used in their kitchens in the 21<sup>st</sup> century. Towards the end of the role play, the children sang Victorian songs, that they had learned, as the teacher lit the bedtime candle. Pupils closed their eyes and count to thirty again and she reappeared as the teacher they know. "Miss, we've been back in time". This truly was a magical moment.

#### **The curriculum**

The curriculum is good throughout the school and prepares the pupils well for later stages of education. It is enhanced through inclusive learning and enrichment activities. The accommodation, although satisfactory, has several limitations. Resources support pupils' learning well. Since the previous inspection, which judged the curriculum as satisfactory, the school has made good improvements.

#### **Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage is good and imaginatively planned to promote good achievement.
- Provision for pupils with special educational needs is very good.
- The curriculum is very inclusive and results in good achievement for all pupils, irrespective of their abilities, gender or background.
- There is a good match of teachers to the curriculum and a very good match of support staff, who all work as a very effective team.

- The quality of resources is good and used well by staff and pupils; facilities for changing for PE are unsatisfactory.

## Commentary

15. The breadth and balance of the curriculum are good and enable all groups of pupils to achieve well in subjects and areas of learning. Curriculum provision has improved since the previous inspection. It is well planned and is complemented by the inclusive learning and supportive environment. In most classes, pupils are motivated and effective learners because provision is stimulating and enriched through activities such as 'Curriculum Enrichment Week' held last year. These included art, drama, music, science and sporting activities. Parents also participated, thereby widening the learning opportunities for the community.
16. The curriculum for children in the Foundation Stage is stimulating and planned carefully to provide for their varying needs. It offers the children many good opportunities to explore and to investigate inside and outside the classroom. The staff support the children well as they embark on the Early Learning Goals, and have created a very strong first stage of learning.
17. Appropriate emphasis is placed on the key areas of literacy, numeracy and ICT and this reflects the school's aim to improve standards. Some lessons observed were overlong, particularly in literacy, but the school is shortly to review and modify these arrangements in order to incorporate the national guidelines on "Excellence and Enjoyment in Primary Schools".
18. Teachers provide good opportunities to promote literacy, numeracy and ICT through other subjects. For example, in history, pupils make notes from the Internet on topics such as the Fire of London. The pupils use their developing mathematical skills to record findings in science, following their investigation on forces. The very strong emphasis on the development of speaking skills is an important element in the improving standards across all subjects.
19. The school seizes opportunities to develop an innovative curriculum to enhance learning. In conjunction with York University, the school is focusing on the development of speaking skills, as the basis for learning. This strong emphasis can be seen in discussions, for example, in religious education, where the pupils are enabled to articulate their views and opinions clearly. These strategies successfully assist pupils' self-esteem and contribute to the raising of standards.
20. The leadership of the school strongly promotes educational and social inclusion. It is evident in the way planning takes into account different abilities and aptitudes of the pupils. Consequently, activities are well matched to their needs. Study-Buddies, reading intervention and the Family Literacy initiative all provide useful extra support for learning. Provision for pupils with special educational needs is very good. The support staff and the teaching assistants work in close liaison with the teachers and use their expertise very effectively to meet the varying needs of individual pupils.
21. Provision for extra-curricular activities is good. There is a wide and varied range of activities such as science, art and sporting activities organised by the school's enthusiastic teaching assistant, who runs a club on a daily basis. These activities provide the pupils with good opportunities to take up an interest and to mix socially with others. An interesting variety of visitors also come to the school and there are regular well-planned visits for each year group, as part of the curricular enrichment.
22. There is a good match of teachers and a very good match of teaching assistants, to meet the demands of the curriculum. The significantly increased number of teaching assistants has been funded at the discretion of the governors and reflects their commitment to inclusion. The sense of joint purpose that binds all staff is a strong feature in the school's improving standards. There is a satisfactory range of resources for all subjects, but the accommodation is only just adequate. Facilities for changing for PE are unsatisfactory presently as girls do not

have privacy for changing. The separation of classrooms for Years 2, 5 and 6, the narrow steep steps leading to classrooms in the main building and the lack of grassed areas for games impose limitations on time for learning and on physical activities, both in physical education lessons and for play. These limitations impact on pupils' achievement in physical education.

### **Care, guidance and support**

The school provides well for pupils' care, welfare and health and safety. It gives them good support, advice and guidance. The school satisfactorily involves pupils in giving their views as to improvements in its life and work.

### **Main strengths and weaknesses**

- The school effectively promotes good relationships throughout the school and uses these purposefully to foster good academic and personal achievement.
- Good arrangements exist to assist pupils joining the school to settle in as soon as possible.
- Pupils are well cared for in a secure environment.

### **Commentary**

23. Led by the headteacher, the school has a consistently warm and supportive atmosphere. Teachers are careful to get to know their pupils well as individuals, and their effectiveness is increased throughout the school by the employment of many very able teaching assistants. Lessons are often very stimulating and excite curiosity. Classroom staff build from this and pupils apply themselves well from the good day-to-day encouragement and guidance they are given.
24. Pupils at the school often come from disadvantaged backgrounds. Many move on elsewhere or join the school late. The leadership of the school has developed good mechanisms for dealing with these special problems. In the nursery, for instance, much use is made of outside agencies, including Sure Start, to ensure successful induction for new children. The school's friendly Breakfast Club provides a good social base for the children and parents who use it. The background to pupils joining the school late is researched and their needs are carefully met. Teaching assistants are each assigned a group of 'vulnerable' pupils whom they mentor. The development of pupils in public care is supported and monitored through personal education plans. Individual education plans are also used effectively to direct the progress of pupils with special educational needs. Outside support agencies are used well, including work with the Intensive Schools and Mental Health projects. Through the latter, links with a clinical psychologist have been particularly influential in guiding the school's inclusive and holistic approach to pupils' welfare.
25. As part of the school's structured programme for personal, social, and health education, the introduction of circle time now gives frequent opportunities for reflection by pupils and guidance by teachers. This is used well, contributing to the feeling of community and mutual care within the school. A school council has recently been started. Pupils from Year 3 onwards elect representatives, who wear appropriate distinguishing badges. The council meets fortnightly and has its own prominent notice-board. It can already claim several improvements to school life, including tables for packed lunches and the provision of fruit at playtime. It is hoped to extend representation to younger pupils when more experience has been gained.
26. Pupils' care, welfare, and health and safety are good. Child protection arrangements are very well embedded, with a depth of experience and training among a team of staff. The school meets medical and first aid needs effectively and sensitively. Professional checks are made annually to electrical and fire equipment. Due regard is paid to risk assessment.

### **Partnership with parents, other schools and the community**

The school's partnership with parents and the community is satisfactory. It has established good links with other schools.

### **Main strengths and weaknesses**

- Parents are provided with a good range and quality of support services.
- Good links with other schools foster pupils' well-being.
- Progress made by pupils is reported frequently but the annual written reports are not as informative as they could be.

### **Commentary**

27. The school is intent on developing its partnership with parents and the community. The population in the area tends to have much turnover and this makes the task more difficult than for most schools. Nevertheless, through the friendly attitudes of staff, various improvements, and increasing communication, there are signs that the school is succeeding in forging a closer relationship. For example, almost one in three parents responded to the pre-inspection questionnaire compared to only half as many at the previous inspection. The replies express a high degree of approval for what the school is achieving, especially in relation to leadership, teaching and the progress children are making. The school has a very happy and inclusive atmosphere and the vast majority of parents are positive that their children enjoy their school life.
28. Communication with parents overall is satisfactory. Access to many classrooms is not easy but teachers try to make themselves available as much as possible. The school's 'open door' policy provides a quick reply to questions or problems. Written information meets statutory requirements. The nursery booklet is parent-friendly, and notices in the Nursery helpfully explain what types of learning take place while children apparently play. Parents in the main school receive class letters each term and half-termly school newsletters have been recently introduced. Parents have the opportunity of being provided with information about their child's progress at meetings held every term. The written report at the end of the year is rather cramped in its format. Very little space is provided for foundation subjects, and reporting in the core subjects such as English, mathematics and science does not always give a clear indication of the standard of attainment or provide targets for improvement.
29. The school has encouraged parents to take advantage of several support services provided on the school premises, helping them to support their children's learning. Sure Start is now well-established. Workers' Education Association courses are provided for English and mathematics, at the most convenient times and with a crèche. Community Education supplies Basic Skills and computer training. Several parents, through such services, have progressed from providing voluntary help to becoming effective trained teaching assistants in the school. The school's breakfast club has won a national award for its successful focus on getting parents to share a pleasant social occasion round the meal table in school.
30. Careful liaison takes place with other schools so as to obtain good knowledge of pupils and to make transition as sensitive as possible. Induction arrangements in the Foundation Stage are very good. The background to pupils who enter in later years is explored, beyond the paperwork, by a telephone conversation with the previous school. Liaison with the two secondary schools is very well established, and will be supplemented this year by the services of a 'Relate' counsellor whom pupils will know both before and after leaving Year 6.

### **LEADERSHIP AND MANAGEMENT**

Overall the leadership and management of the school are good. The leadership and management of the headteacher and key staff are both good. The governance of the school is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school.
- There is a good partnership between the headteacher, staff and governors.
- There is a strong commitment to raising standards for all pupils.
- The School Development Plan (SDP) is poor and provides a weak basis for financial planning.

### Commentary

31. The headteacher provides strong leadership and has a clear vision and good understanding of the school's current strengths and weaknesses. There is a sense of pride and commitment among all members of the school community because new ideas are discussed and aims and policies agreed. The acting deputy headteacher fulfils her responsibilities effectively, working in close partnership with the headteacher. The leadership team provide good role models for all staff and pupils. Leadership has improved well since the last inspection.
32. The headteacher has the full respect of staff, parents, pupils and governors. She successfully motivates and influences the work of others in all areas and there is a strong sense of teamwork. The leadership has established a very supportive atmosphere for staff and a positive climate for learning and has been particularly successful in the extent to which it has created effective teams. This is exemplified through the commitment and enthusiasm of the key staff and the teaching assistants. Currently, the governing body has a satisfactory understanding of its role and is fully supportive of the headteacher. Links have been made between governors and some subject leaders so as to provide mutual support in the development of specific areas, for example, literacy, numeracy and special educational needs. The governing body has ensured that all statutory requirements are met.
33. The commitment to the inclusion of all pupils, regardless of background or level of attainment, contributes significantly to the atmosphere of the school. The high aspirations of the headteacher and the leadership of the curriculum and teaching by other key staff have enabled the school to sustain a rising trend of improvement which is better than the national trend. Good management is evident in the way that the results of English and mathematics tests are carefully analysed providing good information on the progress of individual and different groups of pupils. The school is therefore able to set targets for the school, teachers and pupils effectively so as to drive up high standards and to target provision where it is most needed. For example, the financial commitments made towards the very good provision for special educational needs ensure needs of all pupils are very well met.
34. The SDP is of poor quality. The headteacher is very clear as to how it needs to be improved, but has had insufficient time and greater priorities since her recent appointment to headship. This would need to provide a programme of continuous curriculum development, which is based upon an annual review of the key priorities in school and of all the curriculum areas. An improved SDP is needed in order to support this more effectively and to provide a secure basis for financial planning and for raising standards.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	1,271,877	Balance from previous year	99,838
Total expenditure	1,276,611	Balance carried forward to the next	95,104
Expenditure per pupil	2627		

35. The substantial surplus carried forward is justified to enable the school to manage the financial implications of falling rolls and the possible impact of this upon staffing levels.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

36. The overall provision for children in the Foundation Stage is very good. Children enter the Nursery with attainment that is well below average. Through the consistently very good teaching in the Nursery and the good teaching in both Reception classes, the children start Year 1 with the expected standards for their age. In personal, social and emotional development, the children exceed the Early Learning Goals. Teachers and the support staff emphasise the development of social, language and mathematical skills, as the foundation for all learning. They plan innovative and stimulating activities that engage the children and make their learning fun. There is a very strong emphasis on inclusion, the impact of which can be seen in the way staff value children's contributions and ensure that they know that each child matters individually.
37. There is a very good balance of teacher- and child-initiated activities, through which the children become independent and enthusiastic learners. In addition, there are good induction procedures into school, to ensure a smooth transition between home and school and eventually into Year 1. In the summer term, for example, the Nursery children spend time in the Reception classes, who also have opportunities to taste lessons in Year 1. Since the previous inspection the school has made good improvements in the provision for Foundation Stage children, as testified by parents.
38. Assessment procedures are thorough and used well to inform planning. The curriculum is good, with stimulating and imaginatively planned activities, through which the children enjoy learning and achieve well. Initiatives such as Enrichment Week, Family Literacy and the University of York project on talking, very effectively enhance children's learning.
39. Leadership and management are good. All staff plan co-operatively and exchange ideas ensuring that children have similar experiences in each class. Very good relationships between children and staff and the school's commitment to inclusion help to create an effective first stage of learning, and a strong foundation for the children's future education.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Children in the Nursery respond very well to teachers' high expectations for their behaviour.
- Children exceed the standards expected for their age by the end of the Reception year. Over their time from entry into the Nursery, this constitutes very good achievement and reflects very good teaching.

#### **Commentary**

40. In the Nursery, children make very good progress in their personal, social and emotional development. Through very good teaching and the warm relationships that exist there, the children learn to form positive self-image and to explore new learning with enjoyment. They are confident and eager to try out new experiences. At the start of each morning and afternoon sessions, the children can be seen independently choosing activities from the attractively arranged areas.
41. The children continue to grow in confidence and in enjoyment of learning in the Reception classes. They play amicably, sharing construction resources, for example, to create vehicles from their imaginations. The children behave well and take responsibilities when organising their play. They are self-confident and initiate new ideas, such as managing the "building site",

where they are suitably dressed with hard hats and, using pulleys, they manage to move buckets of sand and water up an already constructed building. Through the variety of activities provided for them for independent play, the children learn how to organise themselves. They understand the rules for working and playing together, as seen in the amicable way they shared the apparatus outdoors and remembered to adhere to the rules of safety on the sloping playground.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- Children achieve very well, because of very good teaching and learning. Staff are particularly skilled in developing children's language skills.
- In all classes, teachers and support staff encourage children's enjoyment of stories.

### **Commentary**

42. In the Nursery, the teacher and the support staff seize every opportunity for language development. They make commentary and introduce new words as the need arises. The Nursery teacher, having set up an attractive dressing up display, soon engaged the children in imaginative play. When she met the 'postman', she complained to him that 'she has been waiting for an important letter for weeks'. To encourage language further, the teacher invited the 'policeman' and the 'traffic warden' to report to her any incidents witnessed. She reminded them that they must write the report or make a comment in their notebooks. This is just one example of the way that the teacher very successfully links skills of speaking and listening to those of reading and writing.
43. The teachers in both Reception classes build on previous learning effectively. They plan language sessions through stimulating activities, ensuring that children's language skills are consolidated and reinforced. The staff encourage the children to enjoy stories and to love books. The impact of this is seen in the eagerness of the children to use the headphones to follow a story or to go into the library corners, to share books. In each class, there are well-arranged areas for children to experiment with writing. The more able children form letters and write sentences such as 'Coming to school makes me happy'. These children are already working towards Level 1 of the National Curriculum.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- The teaching of mathematical language and skills is very good and children learn well through practical and play activities.
- Children achieve very well and reach the levels expected for their age.

### **Commentary**

44. Staff place strong emphasis on mathematical language development, which helps the children to build on their understanding. In the Nursery, the children learn to use and to understand 'more', 'less', 'before' and 'after'. They begin to recognise shapes such as a circle or a square and use these shapes, for example, to decorate a large play bus. The teacher showed a group of three children a balance, which they were to use for weighing ingredients for their cakes.

When she showed two eggs and asked them if they had enough for each child, they soon realised that they needed one more.

45. In the Reception classes, the teachers build on children's mathematical development successfully and stress the importance of correct vocabulary. In one class, the teacher introduced the word 'estimate' in context. The children soon offered 'a good guess'. She took their learning further, by asking them to estimate the number of children in the class and then count them to check whether their guess was good. The children regularly play with construction kits, which enable them to see different shapes, how they fit together and how to make patterns. The children recognise three-dimensional shapes such as cylinder, cube and sphere. Scrutiny of children's work indicates that children are confident in number and the more able understand the operations of addition and subtraction while the less able draw three oranges and two more to make the correct total. The quality of support staff in all classes very effectively assists all children to make very good progress.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Teaching is good and children achieve well.
- The staff create a lively learning environment to stimulate children's curiosity.

### **Commentary**

46. Teachers plan a good range of activities to stimulate children's curiosity about the world. In the Nursery, a group of children used a camera to look at the immediate surroundings. The children learn to use the computer and with the regular help from parent helpers, consolidate their learning well. The children understand the different jobs people hold and learn to use their senses, tasting the icing on the cakes they were making and recognising the lemon flavour. In the Reception classes, the teachers provide the children with early scientific experiences, such as pulls and pushes through practical activities on their "building site". There are very good links with literacy, such as children making job lists in the "site office" or making up a verse about their "building site". The children learn to compare old and new toys and group them accordingly. They also learn about other cultures and customs, through opportunities to taste different foods. In all classes, teachers and staff create a lively environment to stimulate children's curiosity.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well through the imaginatively planned activities on offer.
- Space is limited for outdoor activities, but teachers ensure that maximum learning takes place.

### **Commentary**

47. Children achieve well in their physical activities through the good teaching they receive. Staff provide them with many imaginatively planned activities to engage the children. In the Nursery, for instance, the children were absolutely engrossed in making a large bus out of cardboard. The hall is small and accommodates a range of furniture and apparatus. This arrangement limits children's vigorous movement. Staff demarcate areas the children can use with cones, to improve children's safety. In the Reception classes, the children use scissors efficiently and in

the “building site”, they use a vice and a saw to cut balsa wood for their buildings. In the limited outdoor space, the children learn to control wheeled toys on the sloping surface and to balance on benches successfully. Through careful teaching, the children learn that they need to warm up before exercising, ‘so that we don’t hurt our muscles’, and learn that their hearts beat faster after exercise.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because of the good teaching they receive.
- The staff provide numerous activities to develop children’s creativity.

### **Commentary**

48. Children are provided with a good range of stimulating activities, which enable them to develop their imaginative response. In the home corner, the Nursery children happily engage in role-play and ‘make tea’ for adults and visitors. Some Reception children were observed acting out the “Tale of the Turnip”. They were dressed in suitable costumes and, through actions of pulling, effectively consolidated their knowledge of forces and motion. This forms a very good foundation for later work in science. Their overall achievement is good.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils of all abilities achieve well.
- Teaching is good with effective use of ICT.
- Pupils enjoy English.
- Leadership of the subject is good.
- Literacy skills are applied well across the curriculum.

### **Commentary**

49. In the 2003 national test results, the standard of attainment for Year 6 pupils was well below average compared to all schools but better than those of similar schools. Although the standards of work seen in Year 6 are below average, there is a trend of improving levels of attainment. The test results for Year 2 pupils were in line with national averages for all schools and were well above those of similar schools. The standards seen in Year 2 indicate a similar level of good achievement. All pupils are well supported in their learning, including those pupils who experience learning difficulties and those who are more able. The school is therefore dealing successfully with the issue raised in the last inspection that pupils of higher ability were not being sufficiently challenged.
50. Teaching is good throughout the school and often very good, especially in Years 1 and 6. The provision is always very good in the additional literacy support groups, led by the teacher with responsibility for special educational needs. Teaching assistants make a significant contribution to the overall quality of teaching. They are well informed by the teachers and so they are able to work effectively with pupils of all abilities, providing a good level of support that is well matched to individual need. Pupils are challenged well and respond very positively to the high level of

expectation made. Good use is made of ICT, which enables good learning to take place. For example in a Year 4 class, the children were able confidently to use a Tudor website to access information. Similarly, in a Year 6 lesson, the interactive whiteboard was used to good effect when the teacher shared an argumentative text with the pupils, enabling them to successfully identify good features.

51. Pupils enjoy reading. They have good speaking and listening skills and are able to indicate good levels of understanding. For example, in a Year 6 class the pupils were able to suggest the essential features of argumentative text such as: the language of debate, connectives, positive and negative benefits, introduction and conclusion. In a Year 1 lesson, the pupils were able to explain what contents, index, caption and alphabetical order meant when discussing an information booklet about the school. In a Year 2 lesson, the children are able to explain the difference between nouns and verbs and are able to count syllables in words.
52. The leadership of the subject is good. The acting deputy has in-depth subject knowledge. As a result of effective checking on the quality of teaching and pupils' achievement, she has been able to identify specific areas for development. The improvement since the last inspection has been good, especially by ensuring that activities are clearly linked to pupils' previous attainment and that sufficiently high expectations are asked of pupils.

### **Language and literacy across the curriculum**

53. Good opportunities are made for the application of literacy skills across the curriculum. For example, in a Year 6 science lesson, the pupils showed their ability in writing for a specific purpose when reporting upon their testing and a hypothesis in relation to how light reflects. In an excellent Year 1 history lesson, the pupils were involved in a role play of a typical day in a Victorian house. This enabled the pupils to develop further their speaking and listening skills. In a religious education lesson in Year 6, the pupils identified different forms of text in the Bible such as narrative and poetry, and correctly recognised that the Corinthians provided a historical perspective.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils of all abilities and background achieve well.
- Teaching is very good, though insufficient use is made of ICT.
- Pupils enjoy mathematics and work very hard in lessons.
- Leadership of the subject is good.
- Numeracy skills are applied well in other subjects.

### **Commentary**

54. The 2003 national test results for Year 6 pupils were well below average compared to all schools but better than those of similar schools. Whilst standards of work seen in Year 6 are below average, they are higher than last year's results and follow the trend of improving standards. The 2003 national test results for Year 2 pupils matched those nationally and were well above those of similar schools. Standards seen in the present Year 2 paint a similar picture. All pupils, including those who find learning difficult and those who are particularly able in mathematics, achieve well. This reflects the school's good response to a criticism reported in the previous inspection that those of higher ability were not being sufficiently challenged. Most pupils show average competence in mental calculations and in written computations. However, there are a significant number of pupils who find difficulty in manipulating number.

55. Teaching is almost invariably at least good and in most lessons it is very good, especially in Years 2, 4 and 6. The major factor of this successful teaching is the very good teamwork between teachers and teaching assistants. As a result, pupils make good, and often very good, gains in their knowledge, skills and understanding. Pupils are strongly encouraged to work hard, listen attentively, behave well and to show respect for others, for example on the many occasions when pupils explain their thinking to the class. Staff's high commitment to all pupils, regardless of ability or background, and their good knowledge of individual needs is shown in the well-pitched demands made of pupils. Some good use is made of ICT, for example to support learning of angle estimation and fractions. However, there is insufficient use of ICT in some classes.
56. Pupils' very good attitudes to mathematics reflect the positive climate that exists in classrooms and contribute greatly to their learning. Pupils' very good behaviour results from very good relationships between adults and pupils. Pupils work enthusiastically, co-operating fully with staff and take pride in their work. Teachers take care to give them clear guidance, verbally and in written comments.
57. Subject leadership is good. The co-ordinator's enthusiastic and skilful teaching provides a good role model for colleagues. She has an informed view of the subject's strengths and weaknesses. Good improvement has been made since the previous inspection, for example in the checking on, and considerable improvement in, teaching quality throughout the school.

### **Mathematics across the curriculum**

58. Good use is made of mathematics in other subjects, for example in a Year 6 literacy lesson, the use of statistics was involved in pupils' work on argumentative text. Similarly, pupils' skills in measuring are applied well in science and design and technology, for example in measuring distance and weight and when measuring lengths of materials. An excellent example of applied mathematics is that of Year 6 pupils, in a science lesson, using protractors to measure angles of reflected light.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good teaching throughout the school results in good achievement for all pupils.
- Standards are rising effectively as more emphasis is given to the development of enquiry skills.
- Schemes of work have been adapted to the needs of the pupils.
- There are good links with other subjects.
- Pupils are enthusiastic about science because their teachers make the subject interesting.

### **Commentary**

59. Very good progress has been made since the previous inspection where standards were judged to be well below average. Standards are now average at the end of Year 2 and Year 6. Achievement is good throughout the school. Boys and girls do equally well, as do the pupils with special educational needs. The higher attaining pupils are now achieving consistently well in this subject.
60. Standards are rising rapidly in science, because of the strong emphasis on the development of enquiry and investigative skills. In addition, the good and at times, very good teaching is a major contributory factor to standards rising. Corporate planning ensures that there is consistency of learning in each year group.

61. The quality of teaching and learning throughout the school is at the heart of pupils' good achievement. All pupils, including those with special educational needs, engage in a range of rich experiences through investigation and enquiry. In a very good lesson in Year 2, for example, the pupils independently explored an electric circuit and by the end of the lesson, some managed to make a buzzer. The teacher prepared the pupils very effectively through demonstrations, skilful questioning and discussions with the pupils. Pairing the higher attaining pupils with the lower attainers resulted in very good achievement for both. She imaginatively used role-play to deepen pupils' understanding as to what happens when the circuit is broken. Very good links with real life science enabled the pupils to gain a greater understanding of scientific ideas.
62. The teacher in Year 5 linked scientific enquiries to an everyday situation, 'drying washing', making learning relevant and meaningful. The pupils planned their experiments to see which fabric conditioner, if any, dried clothes fastest. They made sensible predictions and considered how to make their test fair. The teaching assistants worked very closely with pupils with special educational needs to ensure their understanding through very good interaction and questioning.
63. In a very effective lesson in Year 6, the teacher, through his animated and enthusiastic introduction, excited the pupils to explore and to find out how light travels. They eagerly set about investigating how light travels from a source. Challenging questions such as "how do you know that the beam of light hitting the mirror is the same beam of light coming out?" led one pupil to state that "they form two angles". The teacher's very good subject knowledge led the higher attaining pupils to talk about the visible spectrum, explaining in detail how lines of symmetry are reflected in the mirror.
64. There are good links with health education, as the pupils consider the food they eat and evaluate those that are healthy. Teachers assist the pupils to learn through meaningful marking, such as insisting that they write a concluding sentence on their findings. In an example on investigating air resistance, one pupil concluded that 'the less weight, the less the elastic band will stretch'.
65. Leadership is good. The new co-ordinator for science is very enthusiastic and knows how to develop the subject. She leads by example and maintains a close eye on strengths and weaknesses in the planning and action is taken to address any identified weaknesses. The co-ordinator seeks ways to enhance learning in science. Towards this end, she has readily accepted the local university college's offer for workshops with the pupils. Enrichment weeks that include investigative science, enhance teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- The development of ICT since the last inspection has been very effective in raising standards.
- Teaching is good, resulting in good learning and good achievement for all pupils.
- Pupils' attitudes and behaviour are very good.
- Assessment does not give a clear picture of the standards achieved by individual pupils and groups of pupils.
- ICT skills are applied well in other subjects.

### **Commentary**

66. The school has significantly improved its ICT facilities since the last inspection. There is a central ICT suite of 20 networked computers and all classrooms have at least one computer, with some having up to three computers. This has resulted in pupils having far greater

opportunity to learn new skills and to apply them effectively in their work in other subjects. At the time of the previous inspection, standards attained by the Year 6 and Year 2 pupils were judged to be below average. Standards have improved and are now in line with those seen nationally. The very good improvements in resources have been supported by an effective programme of staff training which has improved staff expertise and confidence in the subject. The use of national guidelines on planning, to inform the teaching and learning, has contributed to improving standards.

67. The quality of teaching and learning is good overall, enabling all pupils, regardless of prior attainment, to achieve well. Teamwork between teachers and support staff is very good, ensuring all pupils are well provided for. For example, in a good quality Year 2 lesson in the ICT suite, a small group of pupils with learning difficulties were very well supported by the teaching assistant as she skillfully guided them through a number program. The digital projector is used effectively as an integral feature of lessons, for example, in a very good Year 6 lesson when pupils were introduced to a new piece of publishing software. The teacher ably demonstrated the software and used the large screen to make clear, crisp and effective teaching points that enabled the pupils to proceed with minimum teacher intervention.
68. Pupils are very well behaved, very eager to use ICT and respond very well to teacher expectations for listening to instructions. They co-operate well as they help each other and take turns in inputting information, for example in a Year 6 lesson on publishing a leaflet to advertise a Victorian 'After School Club.' This very good behaviour and mature attitudes contributed considerably to the very good quality of learning in this lesson.
69. Checks on individual pupil progress are made and recorded at the end of each unit of learning but this system does not allow teachers to make sufficiently informed judgements on the standards pupils are achieving, and does not inform pupils what they need to do to improve. The school has plans to improve the situation.
70. The subject is well led and managed by two well informed co-ordinators. Checking the quality of teaching and learning has highlighted the future developments needed for the subject.

### **Information and communication technology across the curriculum**

71. The use of ICT is integral to a number of subjects, for example, the use of the Internet and CD ROMs is common throughout the school. During the inspection, good use of such aspects was illustrated in English, mathematics, design and technology and history lessons.

## **HUMANITIES**

History and religious education were inspected in full and are reported below. Geography was not inspected.

### **History**

Provision for history is **good**.

### **Main strengths and weaknesses**

- Enthusiastic teaching results in pupils' eagerness to learn about history and good achievement.
- The strong focus on speaking and use of drama make history live for the pupils.

### **Commentary**

72. Three lessons were observed during the inspection, one of which was outstanding. As highlighted earlier in this report. Evidence was also drawn from scrutiny of work and from

discussions with the pupils. Achievement is good with pupils reaching average standards. Since the previous inspection, which judged progress to be uneven for older pupils, the school has made good improvement.

73. Enthusiastic, good quality teaching leads to pupils' good achievement, but achievement in a Year 1 lesson was outstanding, as a result of the excellent quality of the lesson. The pupils were enthralled by the teacher's presentation of Victorian life. The use of drama drew the pupils like a magnet, for them to participate and very effectively to imagine and to experience the harshness of life of that era. This lesson also greatly contributed to pupils' spiritual, moral, social and cultural development.
74. There is a strong focus on the use of drama and on speaking. Through these strategies, pupils are provided with good opportunities for decision-making and for articulating their understanding. In one lesson in Year 6, the teacher used questions effectively, which prompted pupils to answer knowledgeably about the Victorians. There are many examples where the pupils use their developing literacy skills to record opinions or to write about experiences, for example, from a miner's perspective. Good use is made of ICT to research historical information.
75. The leadership and management of the subject are good and contribute to the rising standards. The co-ordinator has managed to influence and improve the way the subject is taught. The strong emphasis on enquiry skills is beginning to pay dividends. Through discussion sessions, for example, younger pupils interview historical characters such as Guy Fawkes. Visitors and visits to local places such as churches and Georgian houses, add colour and authenticity to pupils' learning.

## **Religious education**

Provision for religious education is **good**.

## **Main strengths and weaknesses**

- The quality of teaching and learning is good and enables the pupils to achieve well.
- The pupils have good understanding of the effect of religion on people's lives.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **Commentary**

76. The school has made good improvements since the previous inspection, both in teaching and pupils' understanding of religions. Pupils reach the standards required by the locally agreed syllabus. Good quality teaching enables the pupils to learn well. In Year 2, for example, the teacher reminded the pupils about the Christian festival of Easter, which she then effectively linked to new beginnings. There was a sense of joy on their faces when they observed the birth of a lamb, on the video. The teacher suggested that "we can all begin a new life too, in the way we live". The teaching assistant made a very good contribution to those who find learning difficult. Consequently, they were fully included in this learning.
77. Pupils have good understanding of the effect of religion on people's lives. In a discussion with Year 6 pupils, they talked about belief and suggested what moral and religious implications may be involved. They made references to the Ten Commandments and how they still apply in present day life. When questioned further, one of the pupils stated that 'those who do not believe or have faith also have rules by which they live'.
78. The good teaching builds carefully on pupils' knowledge and this ensures that they increase their level of learning and achievement. In Year 6, in a very good lesson on making decisions

about life and how we live, the pupils suggested choices that people make, based on values and beliefs. They proposed possible solutions to a moral dilemma posed by the story and made good references to 'Love your neighbour as yourself'. The pupils explored the meaning of care and concern for others. By giving pupils enough time to discuss and to reflect on their work, the teacher provided them with increasing awareness of caring in practice, for example, when welcoming new pupils to the school. Mature and sensible thought was a significant feature of this very effective lesson. The lesson made a very good contribution to pupils' spiritual, moral, social and cultural development. Carefully planned assemblies incorporate the deeper meaning of life and make a positive impact upon pupils. This was witnessed in the prayerful and respectful way the whole school gathered for the assembly.

79. Leadership and management are good. The two co-ordinators are strongly committed to developing pupils' knowledge and understanding of religions. They ensure that there is good coverage of the agreed syllabus, as the pupils progress through the school. Consequently, the pupils learn about Christianity, Judaism, Islam and Hinduism.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Design and technology and music were inspected in full. Physical education was sampled and art was not inspected.

80. In the one lesson of **physical education** observed, the quality of teaching was very good. Year 6 pupils clearly enjoyed an energetic and well managed session aimed at improving their ball skills in the context of small sided games. The teacher's enthusiasm, allied to his very good relationships and skilful management of pupils, resulted in pupils making good gains in their throwing and catching skills, and in their tactical awareness. Lack of privacy for girls when changing is an issue that needs attention.

### **Design and technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Good teaching results in good learning for all pupils.
- Pupils' good attitudes and behaviour contribute well to their learning.
- Good links are made to other subjects.
- Arrangements for checking the subject need improvement.

### **Commentary**

81. Teaching and learning are at least good in almost all lessons and are very good in Year 2. Good planning underpins well prepared lessons, which present a good level of intellectual and physical challenge for pupils. Teachers explain clearly what pupils are required to do, enabling them to begin work promptly and to sustain their efforts with minimum intervention. Teachers provoke pupils' thinking through skilful questioning, for example when a Year 6 teacher asked the pupils "How is the Clifton suspension bridge held up?" The very good teamwork between teachers and teaching assistants enables the diverse needs of all pupils, especially those for whom learning and behaviour is difficult, to be met very successfully. As a result, all pupils achieve well and attain the standards expected. Similarly, very good support from several parent helpers contributes greatly to the attainment of Year 2 pupils, for example when acquiring the sewing skills needed to make glove puppets. The high proportion of adults to pupils in the Year 2 lessons is one of the main contributory factors to the very good teaching and learning seen in these classes.

82. Pupils respond very well to their teachers' high expectations of their behaviour. Another significant factor is the very good relationships between adults and pupils that results in a calm, productive working atmosphere. Pupils clearly enjoy the practical nature of the subject and set about their work enthusiastically and show a real sense of pride in their finished products.
83. The good links made to other subjects adds relevance and purpose to pupils' learning. For example, when Year 6 pupils considered the structure of bridges they drew upon scientific and mathematical knowledge of structures. In another Year 6 lesson, pupils made effective use of the Internet to research knowledge about various types of bridges. As a follow-on from work in history, Year 4 pupils made purses in Tudor style and enhanced their designs by using design software that required them to apply mathematical skills.
84. Subject leadership is satisfactory. It is shared by two teachers whose enthusiasm provides a good role model for colleagues. Teaching has shown good improvement since the previous inspection, mainly because of improved planning and resources. Procedures for checking the subject are informal. There is no secure basis for improving subject teaching because there is no planned provision for checking its quality.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Pupils achieve above average standards by Year 6.
- The quality of teaching and learning is good.
- An enriched provision effectively promotes inclusion.
- Inadequate resources prevent the pupils having full access to a range of instruments.
- Subject leadership is good.

### **Commentary**

85. Pupils achieve well and attain standards above the national average by the end of Year 6. No judgement can be made about standards in Year 2 as no lessons were observed.
86. The quality of teaching and learning is good, enabling pupils to enjoy music. For example, a Year 3 class competently practised and performed a three-drum rhythm, including a syncopated example, sustaining the rhythms simultaneously. The pupils identified and accurately recalled the relevant musical terms such as common time, and the names of the pieces of a drum kit such as snare and bass drum. The lesson structure successfully encouraged the children to work together and evaluate their own contribution. Pupils were intrigued in this well organised session, they learnt a lot and thoroughly enjoyed what they did.
87. In a Year 5 class, pupils explored the concept of a round, using simple tuned percussion instruments. They listened well to the musical parts of each group and then organised themselves very well as each group was counted in. Pupils gave a faultless performance of rounds containing three parts. They displayed a good sense of rhythm and accurate control of the tuned instruments. The pupils were completely engaged by the teacher's enthusiasm and displayed a real eagerness to perform. Pupils with special educational needs were well supported by the teaching assistant.
88. The subject is enriched through the provision for musical tuition for pupils learning to play violins, recorders and guitars. The school choir involves many pupils and performs regularly, as in an assembly when they sang tunefully in three different parts. The choir makes a significant contribution to the end-of-year productions such as "Robin Hood and Friends". When all the pupils sing in assemblies they show an obvious enjoyment for singing. Music is further enriched

by the pupils' involvement in activities such as the Scarborough Sea Festival, when they sang with a visiting folk singer and, during the curriculum enrichment week, when they experienced Burundi drumming.

89. Leadership of the subject is good. The leader's very good subject knowledge, expertise and enthusiasm for music contributes significantly to the quality of teaching and learning within the school. However, there is a need for the subject to be checked more formally so as to inform staff development and so raise standards further. The improvement since the last inspection is good. Musical resources are inadequate because they are limited in their range. Pupils require greater access both to tuned and untuned instruments.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

90. Insufficient lessons were seen to make overall judgements in this subject. However, on the basis of the two good quality lessons observed, it is evident that pupils experience a cohesive structure of planned work, to which they respond well. For example in Year 1 circle time, pupils gathered round to discuss what makes a "good friend" and what constitutes "being kind". In a Year 6 lesson, the teacher fruitfully engaged pupils in drama as a means of raising awareness of the dangers of drugs.
91. The school clearly recognises the importance of this feature of its work and takes seriously the development of pupils' awareness of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*